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ABSTRACT

This booklet shows several schemes for the use of teaching spaces and quiet areas for the emotionally disturbed. There are designs for three levels of emotional disorder--severe, moderate, and mild. The schemes shown for teaching areas for severely disturbed children are fairly rigid in their design, with noisy and quiet areas being clearly defined and separated. Classroom schemes for moderately disturbed children differ in the elimination of separate consultation rooms and washrooms; and the quiet room, which contains some furniture, may also be used for consulting purposes. In the classroom designs shown for mildly disturbed children there are fewer enclosed spaces such as quiet rooms and study carrels. Floor plans and sketches illustrate the various classroom arrangements. (Author/MLF)

ED 085907

Special Education Facilities for Emotionally Disturbed Children

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Introduction

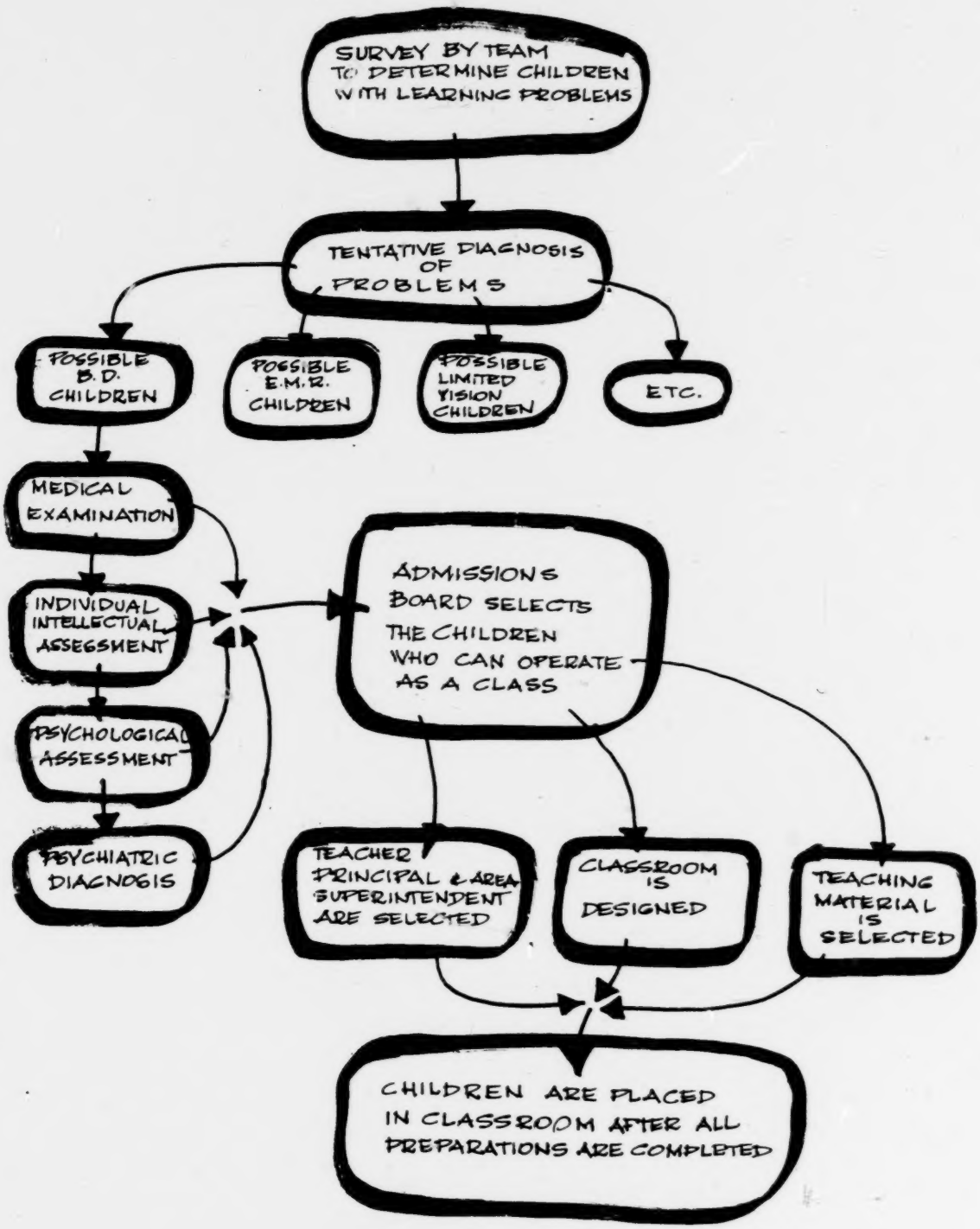
This publication is intended only as a guide for those planning classrooms for emotionally disturbed children. It must be pointed out that the plans in this book are suggestions only and are not intended to be followed exactly.

In most cases, architects will be faced with unique building problems and the designs in this booklet may not fit any specific site exactly. Many features in these plans, however, can be incorporated into another building design, and possibly shed new light on the question of how to provide a suitable environment for teaching handicapped children.

Valuable suggestions may also come from teachers, administrators, and psychologists. In order to incorporate these ideas into a plan, however, it is necessary to start planning for special classrooms as early as possible in the development of the building program. For best results, special classrooms should be an integral part of the plans from the beginning.

Planners should also decide in the initial stages of a building program what degree of emotional disorder is involved in their particular school. Behaviour-control devices such as quiet rooms will vary with the requirements of the children using the classrooms. In this publication, there are designs for three levels of emotional disorder — severe, moderate, and mild. School planners may choose those designs best suited to the needs of their own school.

This brochure concentrates on classroom design; there is no mention of the various Ontario Department of Education regulations concerning classes for emotionally disturbed children. School planners should write to the Regional Superintendent of Education for a copy of these regulations.


SURVEY BY TEAM TO DETERMINE CHILDREN WITH LEARNING PROBLEMS
TENTATIVE DIAGNOSIS OF PROBLEMS
POSSIBLE B.D. CHILDREN
POSSIBLE E.M.R. CHILDREN
POSSIBLE LIMITED VISION CHILDREN
ETC.
MEDICAL EXAMINATION
INDIVIDUAL INTELLECTUAL ASSESSMENT
PSYCHOLOGICAL ASSESSMENT
PSYCHIATRIC DIAGNOSIS
ADMISSIONS BOARD SELECTS THE CHILDREN WHO CAN OPERATE AS A CLASS
TEACHER PRINCIPAL & AREA SUPERINTENDENT ARE SELECTED
CLASSROOM IS DESIGNED
TEACHING MATERIAL IS SELECTED
CHILDREN ARE PLACED IN CLASSROOM AFTER ALL PREPARATIONS ARE COMPLETED

This booklet shows several schemes for the use of teaching spaces and quiet areas for emotionally disturbed children. The flexibility of such spaces depends on how disturbed the children are. Mildly handicapped children may not need as much quiet area as those suffering from more severe disturbance.

None of these designs shows observation windows although these may be added if desired. Closed circuit television may be considered as an alternative method of observation.

Location

Classrooms for emotionally disturbed children belong in schools attended by normal children so that the emotionally disturbed child integrates with a regular class as his behaviour improves.

In locating these special teaching spaces within the school, one must consider the other areas these children would use frequently. The special classroom should be close to an outside entrance, and as near as possible to the gymnasium, the nurse's room, and the principal's office.

Classroom Designed for Severely Disturbed Children 8

The schemes for teaching areas for severely disturbed children are fairly rigid in their design. The noisy areas and the quiet areas are clearly defined and separated.

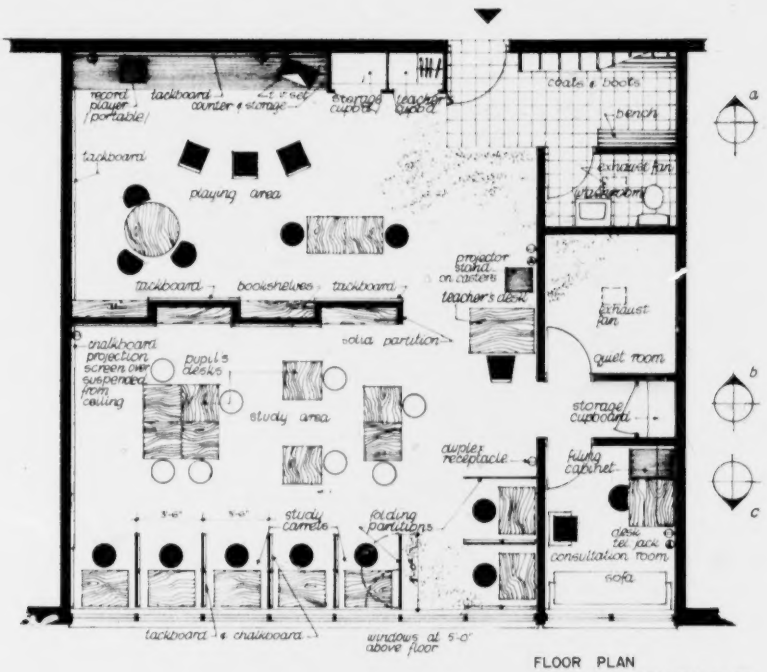
Drawing 1

This design is based on the theory that children develop suitable study habits if they work regularly in one place. Work and play areas are separated. Useful devices for controlling behaviour are the consultation and quiet rooms intended as retreat areas for the child who is reacting adversely to group stimulation. Additional aids are washrooms separate from those used by other children in the school and individual study carrels for each child. Window sills five feet from the floor limit the distractions from outside. All the cupboards have doors to minimize visual distractions.

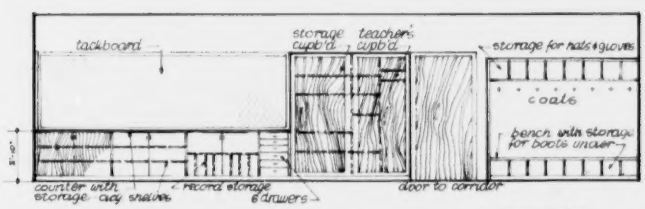
Should the conditions in this teaching area call for it, the carrel partitions may be folded against the wall. However, fixed partitions may be used if they are more suitable.

Classroom for severe behavioural problems

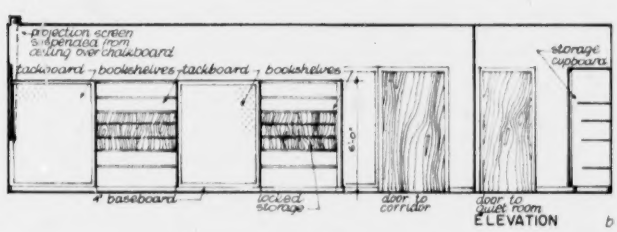
Drawing 1



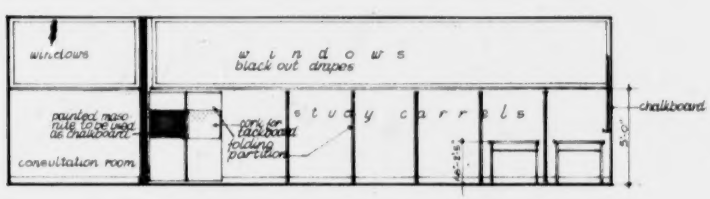
FLOOR PLAN
CLASSROOM AREA 750 SQ.FT.
TOTAL AREA 960 SQ.FT.



ELEVATION a



ELEVATION b


windows
w i n d o w s
black out drapes
painted masonite to be used as chalkboard
study c a r r e l s
chalkboard
consultation room
pockets for tackboard folding partitions

ELEVATION c

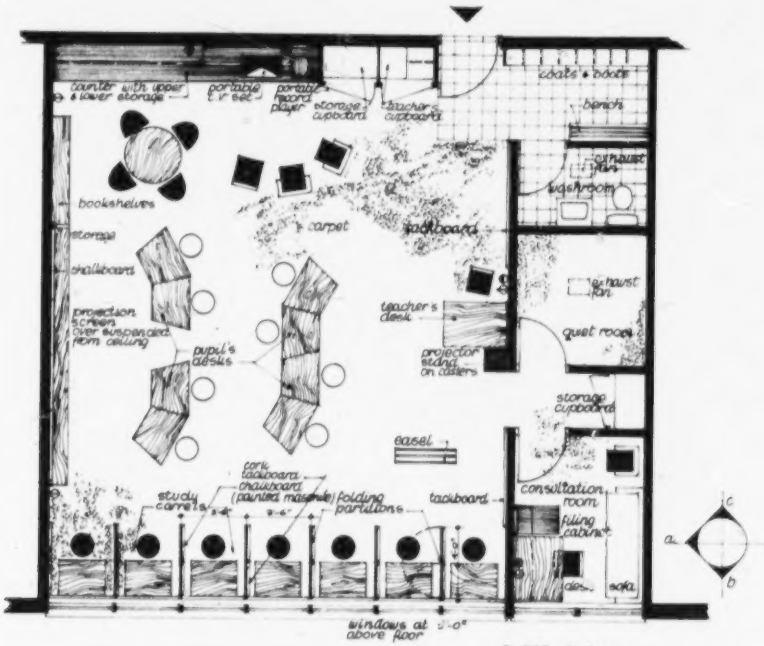
0 1 2 3 4 5 10

Drawing 2
This scheme has features similar to those shown in Drawing 1 with the exception of the more integrated work and play areas. It would be suitable for children who can tolerate and benefit from the experience of working in less well-defined work-play areas.

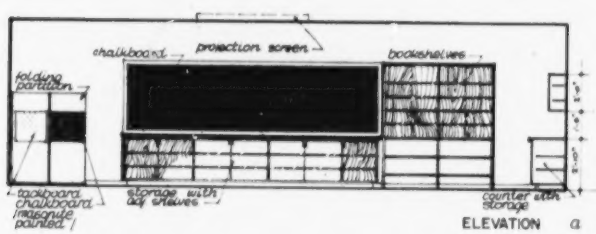
Some teachers may prefer this space arrangement because a large area is visible and the space can be adjusted.

Classroom for severe behavioural problems

Drawing 2



FLOOR PLAN
CLASSROOM AREA 735 SQ.FT.
TOTAL AREA 945 SQ.FT.



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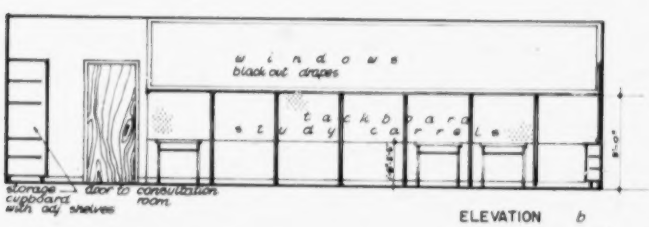

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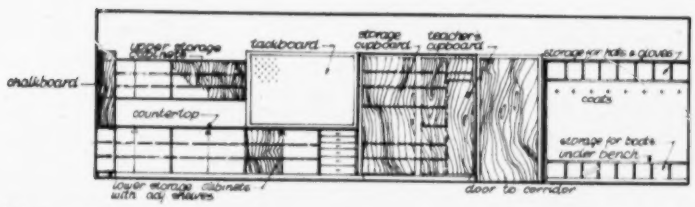
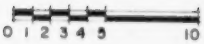


ELEVATION c



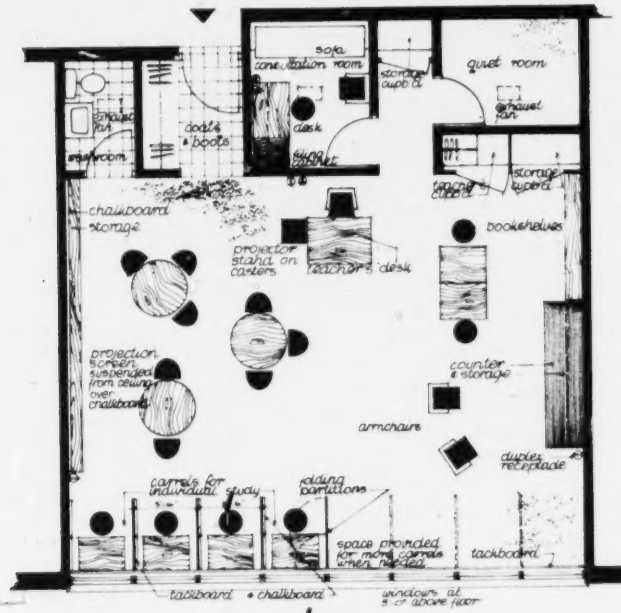
Drawing 3

This plan is designed for a classroom where it may be desirable to begin a new class with only a few pupils. Only four study carrels are shown. As the class expands, additional carrels may be installed.

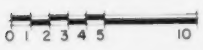
The equipment and facilities provided will permit the arrangement of the room on the basis of interest and work areas. As an example, arm chairs are shown in the reading area.

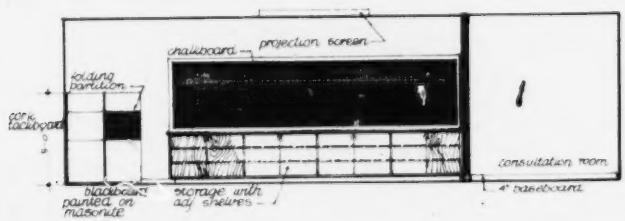
Classroom for severe behavioural problems

Drawing 3



FLOOR PLAN
FLOOR AREA 840 SQ FT.
CLASSROOM AREA 620 SQ FT.





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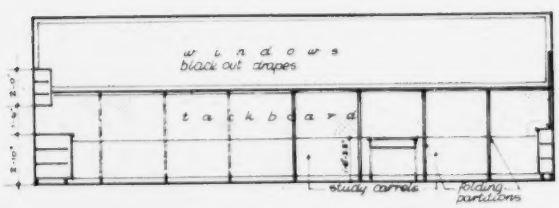
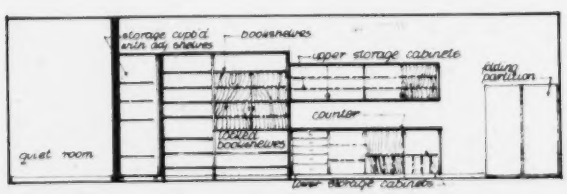
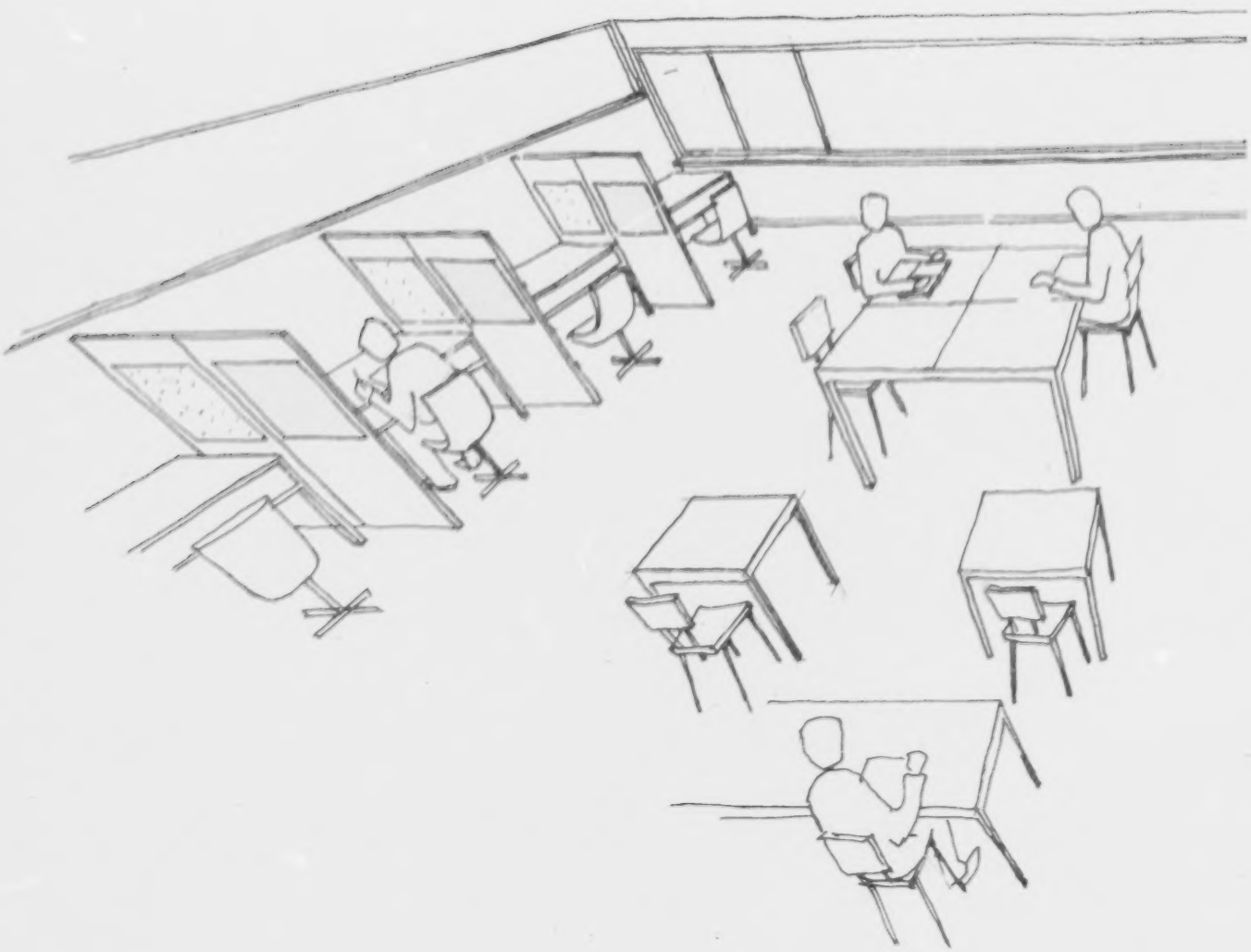
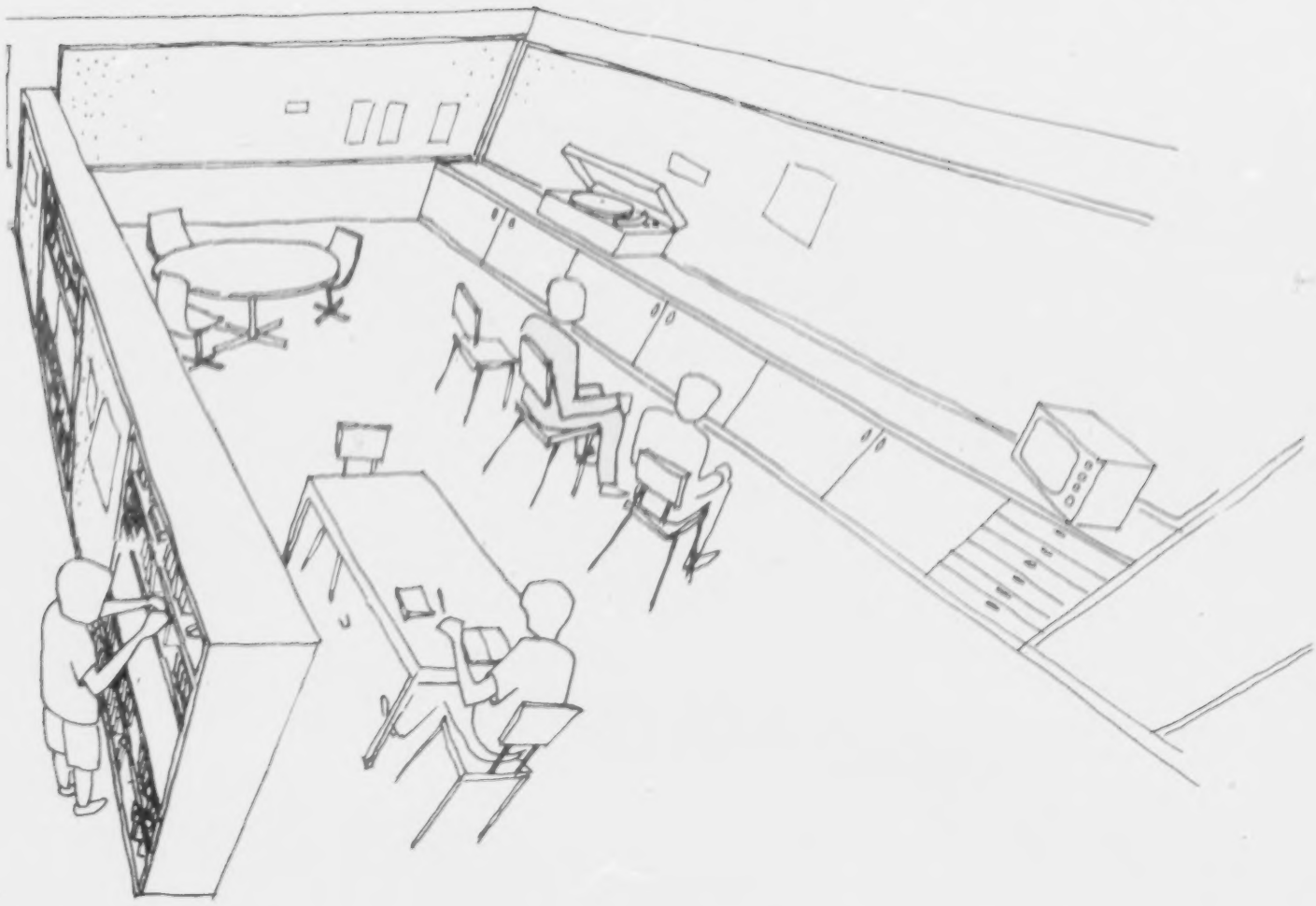


ELEVATION b



ELEVATION c





Classroom Designed for Moderately Disturbed Children 16

Classrooms for moderately disturbed children differ from those for severely disturbed children in the elimination of separate consultation rooms and washrooms. The quiet room, which contains some furniture, may also be used as a consultation room.

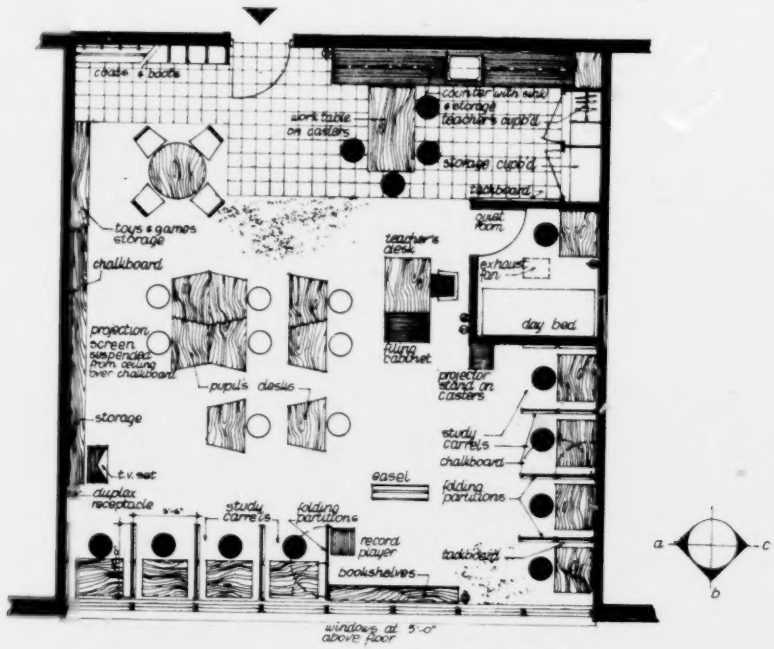
Drawings 4, 5, and 6 show how space may be provided for group projects.

Drawing 4

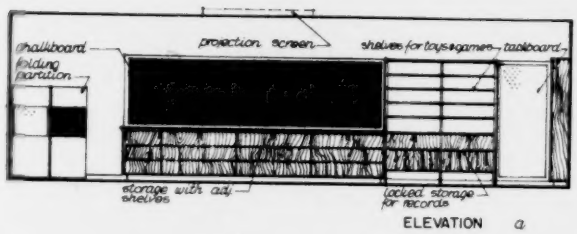
In this scheme the study carrels are shown on adjacent walls for group separation during individual work time. The trapezoidal desks shown in this plan may be drawn together to form large tables. Some of these children may benefit from working together in groups.

About one quarter of the floor area can be tiled. The tile provides a hard surface that will reinforce sounds which the children will find are part of the noise pattern of everyday life.

Drawing 4



FLOOR PLAN
CLASSROOM AREA 855 SQ.FT.



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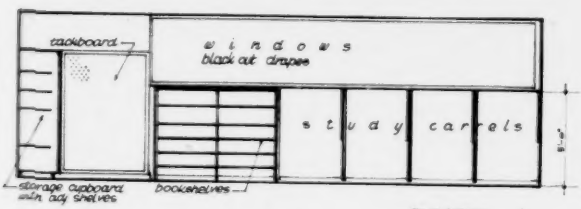
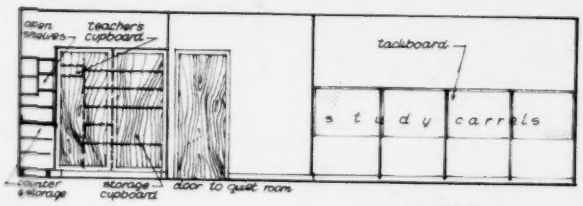


ELEVATION b

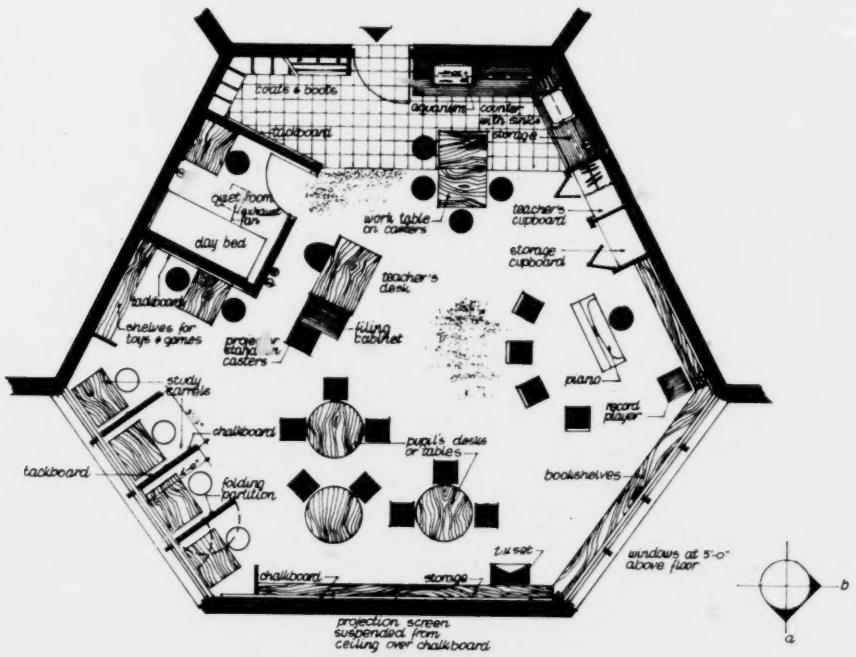


ELEVATION c

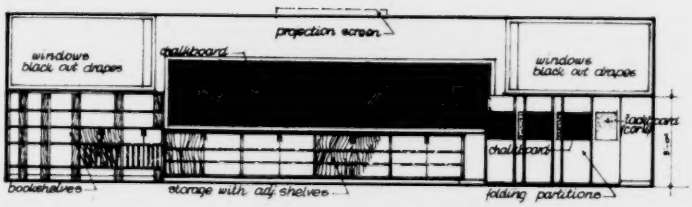
Drawing 5
A classroom this shape has less efficient wall storage space than a rectangular classroom of the same area, but some teachers may find it more convenient for arranging small group activities. Only four study carrels are shown, but should the group require more space, the tables may be replaced by desks.

Classroom for moderate behavioural problems

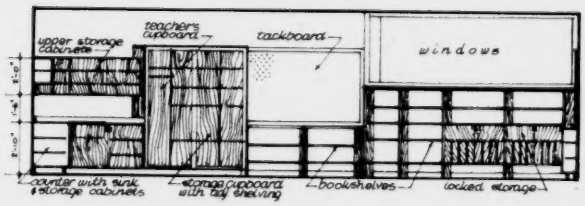
Drawing 5



FLOOR PLAN
CLASSROOM AREA 769 SQ. FT.



ELEVATION a



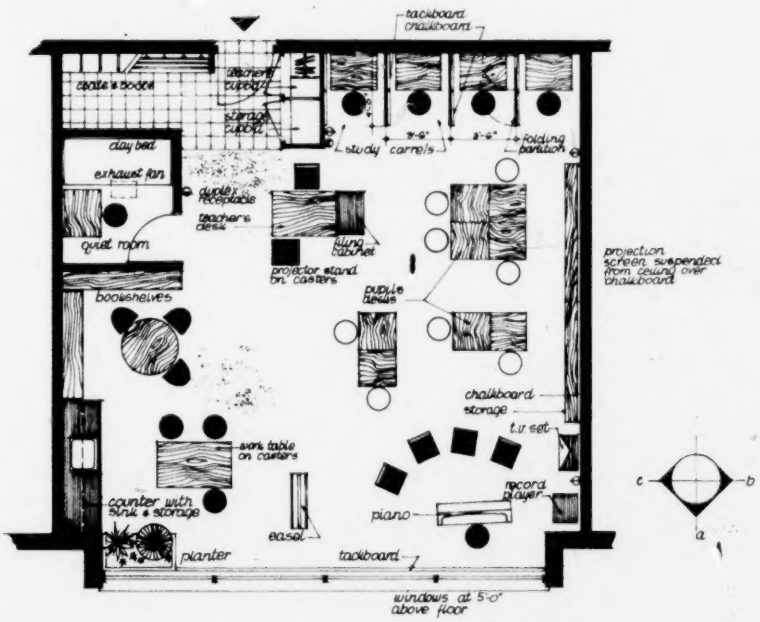
ELEVATION b

0 1 2 3 4 5 10

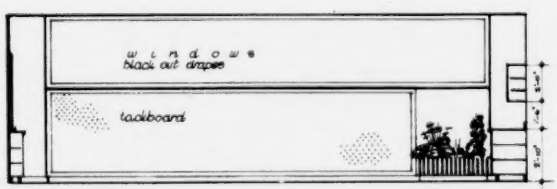
Drawing 6
This scheme shows a child-centred display and work area with a sink counter, planter, tackboard, and work table. Another feature is the music corner, useful for instruction, independent study, or relaxation.

Classroom for moderate behavioural problems

Drawing 6



FLOOR PLAN
CLASSROOM AREA 766 SQ.FT.



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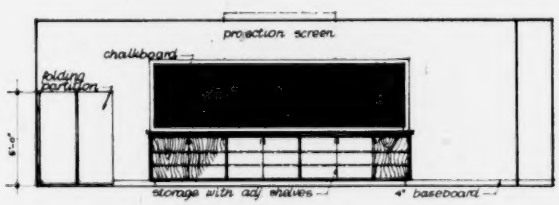

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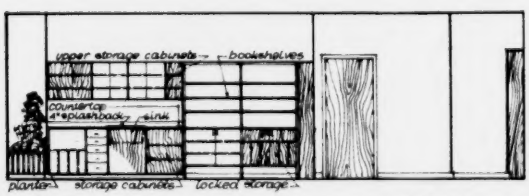

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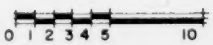


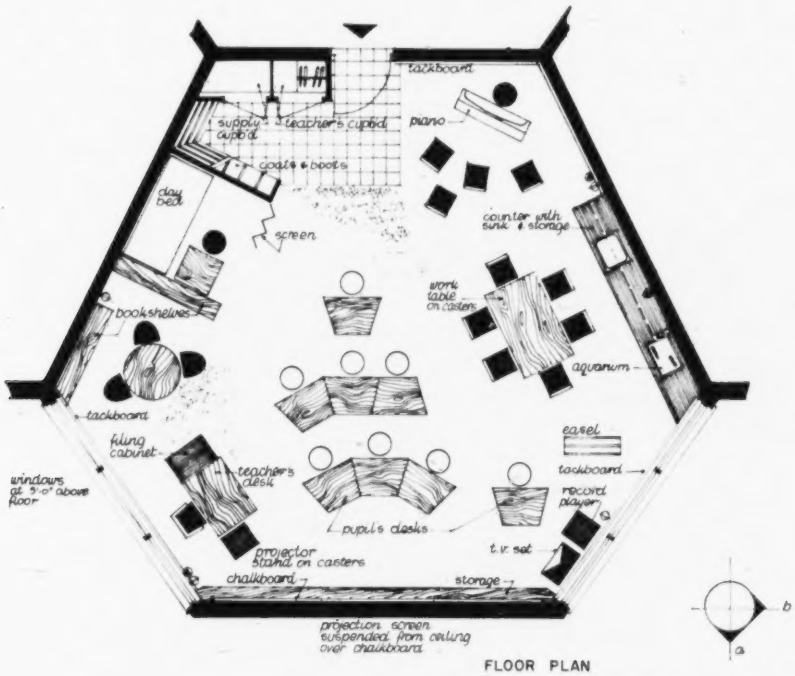
Classroom Designed for Mildly Disturbed Children 22

In classrooms for mildly disturbed children there is less need for enclosed spaces such as quiet rooms and study carrels. Children in this class react less to activity around them. Two of the drawings show a retreat area. Otherwise, these classrooms are not unlike teaching areas for normal children.

Drawing 7
The plan is open. There are no carrels and no quiet room. A day bed and separate study area are enclosed by book shelving and a screen so that the space is readily available for other purposes. Separate activity areas are shown, but greater stress is placed on conventional classroom atmosphere by including additional chalkboards and reducing storage space for toys and games.

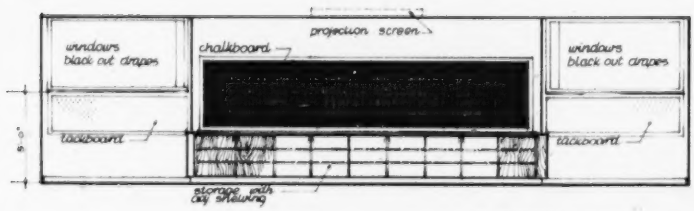
Classroom for mild behavioural problems

Drawing 7

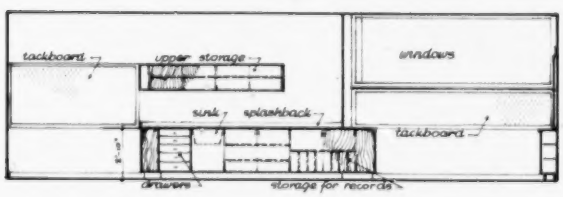


FLOOR PLAN

FLOOR AREA 769 SQ.FT.

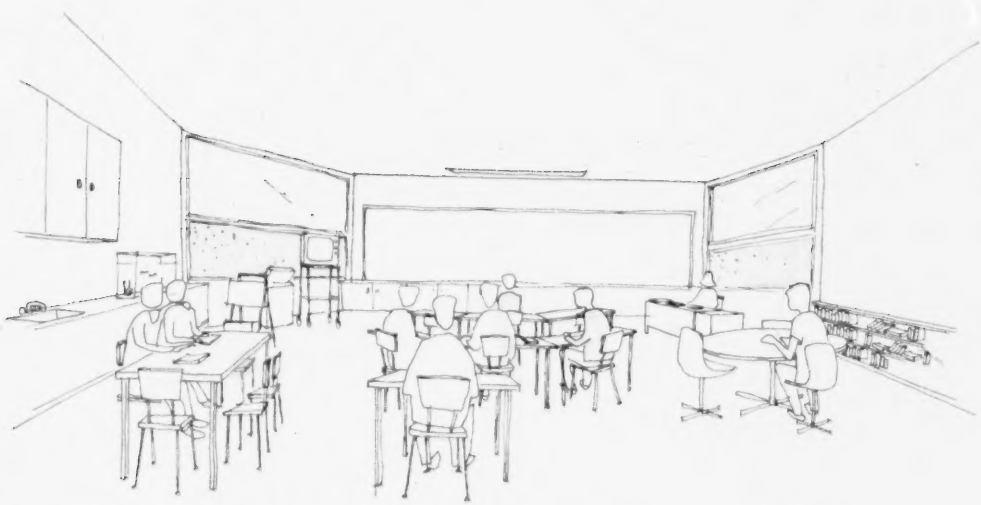


ELEVATION *a*



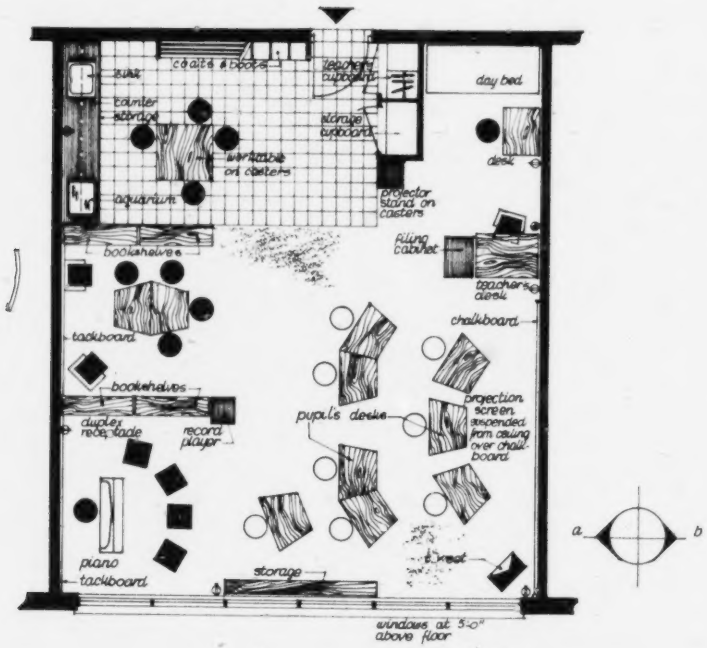
ELEVATION *b*

Drawing 8
In this scheme, movable book shelves are used to designate specific areas for music and group instruction.

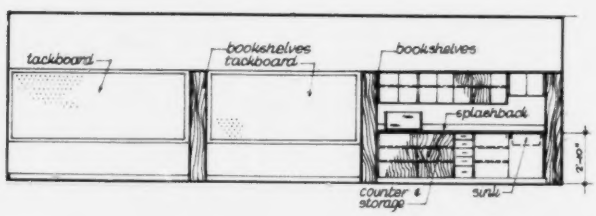


Classroom for mild behavioural problems

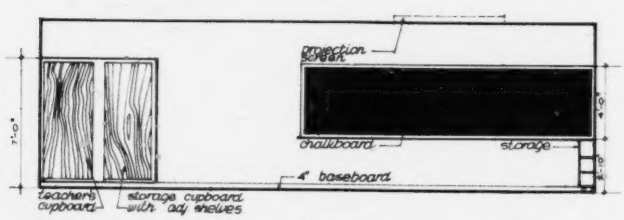
Drawing 8



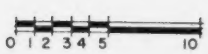
FLOOR PLAN
CLASSROOM AREA 780 SQ.FT.



ELEVATION *a*



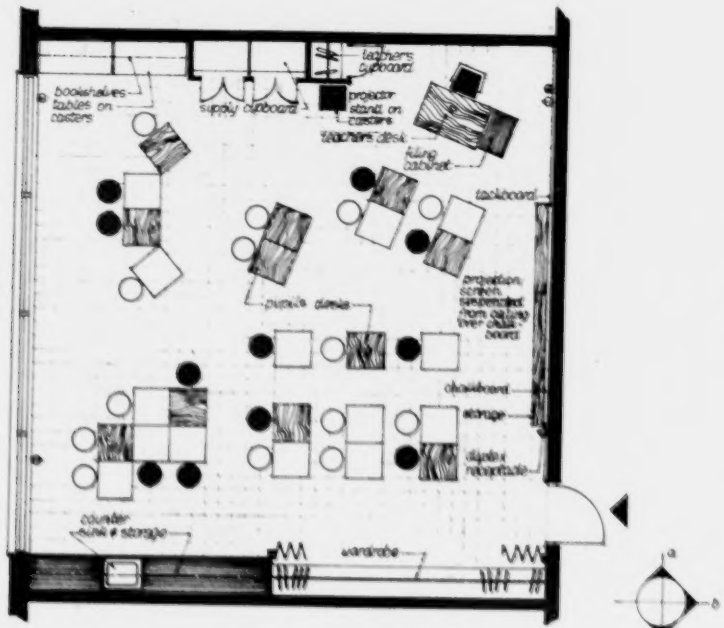
ELEVATION *b*



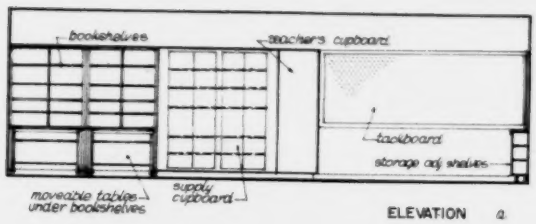
Drawing 9
This drawing shows a classroom designed for twenty emotionally stable children and five emotionally unstable children. It is similar to the usual classroom except that the desks are arranged informally.

Classroom for mild behavioural problems

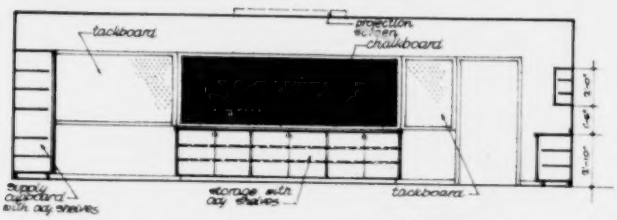
Drawing 9



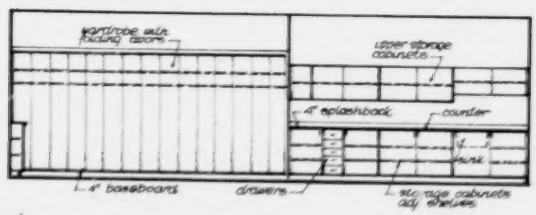
FLOOR PLAN
CLASSROOM AREA 840 SQ FT.



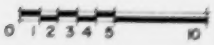
ELEVATION *a*



ELEVATION *b*



ELEVATION *c*



When choosing finishing materials for the rooms, acoustics and maintenance are major considerations.

(A useful reference book is *Acoustical Environment of School Buildings*, published by Educational Facilities Laboratories, 477 Madison Ave., New York 22, N.Y.).

Walls
Wood panelling, vinyl fabric wall covering, low gloss plastic panelling and exposed brick are recommended for walls. Painted walls require much attention.

In washrooms, a dado of glazed tile five feet high is recommended.

Ceilings
A material which provides a desirable acoustic level and which is relatively easy to maintain is acceptable. Ceiling heights should be the same as in conventional classrooms.

Floors
Carpeting is considered mandatory in quiet rooms, in consultation rooms, and in teaching areas for severely disturbed children. A good quality carpeting is rugged and inexpensive to maintain.

Lighting
Lighting standards should conform to the recommendations for classrooms in the latest issue of The National Building Code. For carrels, fluorescent lighting with "warm white" lamps and diffusers is recommended.

Heating and Ventilation
Minimum standards as described in The National Building Code should be followed. Care should be taken to provide adequate exhaust fan systems for interior washrooms, quiet rooms, and consultation rooms.

Electrical
Enough electrical outlets should be provided in the classrooms to accommodate the increasing use of slide projectors, record players, television sets, and radios. Study carrels will need electrical outlets for teaching machines.

Telephones
Intercommunication systems and connections for telephones are necessary in special classrooms.

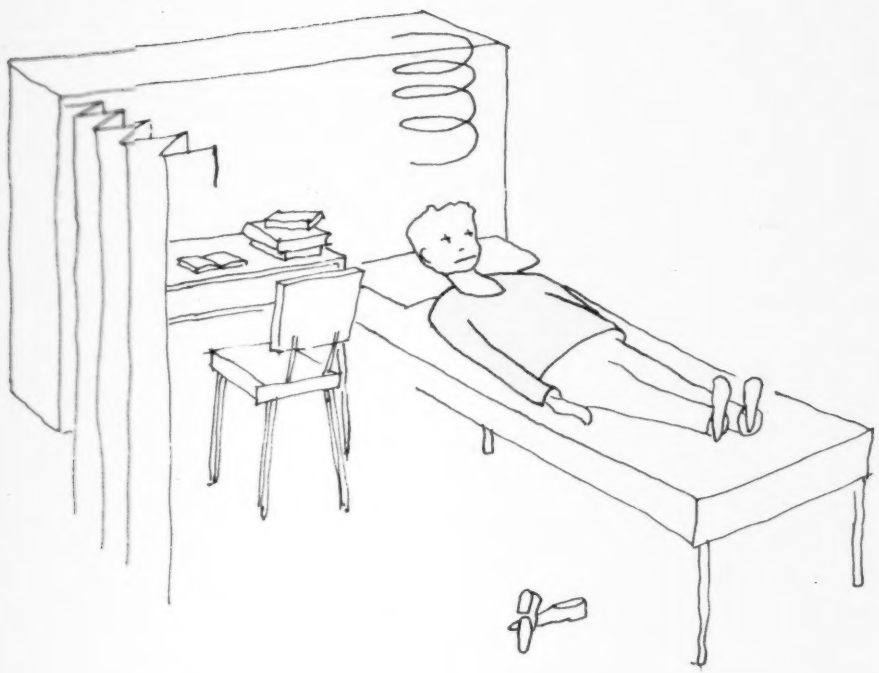
Chalkboards
These should be of a non-glare material. If additional chalkboard area is needed in special cases, the sliding type may be used. Part of the chalkboard should be a metallic panel for the use of magnetic teaching aids.

Tackboards
Tackboards allow the teacher to exercise imagination and ingenuity. They should permit easy tacking, but must be durable enough to withstand repeated use.

Projection Screens
A projection screen should be provided above the chalkboard to be pulled down when needed.

The windows should be fitted with blackout drapes, or a day projecting screen should be provided.

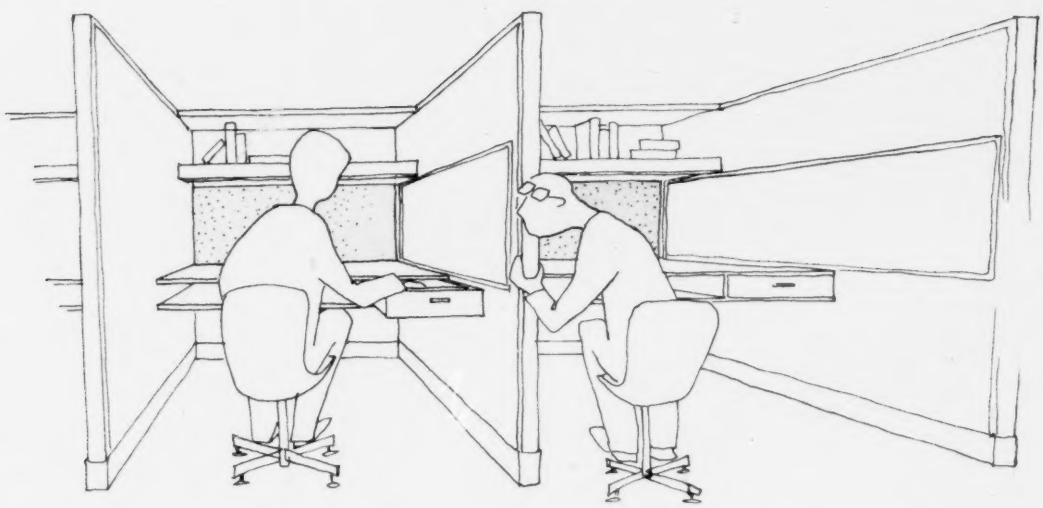
Storage
Ample storage space must be provided for the variety of materials and equipment used in these rooms.



A carrel is a work area for individual study. It is intended as a place where a child may work alone, relatively undisturbed by other children.

Drawing 10 shows different types of carrels. One type has folding panel partitions with chalkboard and tackboard on each side. When the carrels are not in use the panels may be folded against the wall and the free-standing desks removed.

The other two types of carrels are permanent. They each have a built-in desk top, book shelving, chalkboard, and tackboard. Each carrel should also have a light.



Carrel details

Drawing 10